



# ARE THEY READY? PRINCIPALS' PERCEPTIONS OF THEIR PREPAREDNESS TO LEAD SCHOOL IMPROVEMENT EFFORTS

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## TOPIC: PRINCIPAL PROFESSIONAL DEVELOPMENT

### PROBLEM STATEMENT

Principal leadership is correlated with student achievement, and there are significant links between specific principal behaviors and student achievement (Waters et al., 2016; Wang et al., 2018). Researchers posit that "effective leadership means more than knowing what to do—it's knowing when, how, and why to do it" (Waters et al., 2016, p. 2). However, there is limited research on the principal as a learner, specifically principal professional development, and its impact on principal leader effectiveness (Garcia, 2014).  
If researchers can identify the types of professional development experiences that are most likely to build principals' capacity to be successful leaders, targeted selection trends and elegant student achievement may be increased.

### PURPOSE OF THE STUDY

The purpose of this study is to explore the perceptions of principals regarding their preparedness to lead school improvement efforts. The research will seek to identify the types of professional development experiences that are most likely to build principals' capacity to be successful leaders, targeted selection trends and elegant student achievement may be increased.

### RESEARCH QUESTIONS

1. What are the most common types of professional development experiences that principals report as most effective?  
2. How do principals perceive the effectiveness of these experiences?  
3. What are the most common types of professional development experiences that principals report as most effective?  
4. How do principals perceive the effectiveness of these experiences?

### POPULATION AND METHODOLOGY

The targeted population for this study is principals who are currently serving in the position. The research will seek to identify the types of professional development experiences that are most likely to build principals' capacity to be successful leaders, targeted selection trends and elegant student achievement may be increased.

#### BACKGROUND

The role of the principal is a complex one, and it is not always clear what the principal's role should be. The principal is responsible for the overall success of the school, and it is important that they have the necessary skills and knowledge to do so. This study will explore the perceptions of principals regarding their preparedness to lead school improvement efforts.



#### SIGNIFICANCE

The study of the principal's role is a complex one, and it is not always clear what the principal's role should be. The principal is responsible for the overall success of the school, and it is important that they have the necessary skills and knowledge to do so. This study will explore the perceptions of principals regarding their preparedness to lead school improvement efforts.

#### LITERATURE REVIEW

Waters, T. (2016). The principal's role in school improvement. *Journal of School Improvement*, 15(1), 1-10.  
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*Strategies for Teaching Science: Levels K-5* Barbara Houtz, 2011-07-01 Developed for grades K 5 this rich resource provides teachers with practical strategies to enhance science instruction Strategies and model lessons are provided in each of the following overarching topics inquiry and exploration critical thinking and questioning real world applications integrating the content areas and technology and assessment Research based information and management techniques are also provided to support teachers as they implement the strategies within this resource This resource supports core concepts of STEM instruction *Applied Practice for Educators of Gifted and Able Learners* Hava E. Vidergor, Carole Ruth Harris, 2015-07-21 This book is a comprehensive study and guide for the classroom teacher the gifted program coordinator and the graduate student who are challenged daily to provide for individual children who differ markedly but come under the umbrella of giftedness It serves as a wellspring that derives from theory while it offers practical application of theoretical construct in a wide variety of international settings from leaders in the field who demonstrate implementation of proven and field tested techniques and alternative scenarios to accommodate every classroom situation Contributors are internationally recognized experts who have come together to provide a sound reliable source for teachers of the gifted that will be utilized time and time again by practitioners and researchers alike Among internationally renowned scholars are Joyce Van Tassel Baska Susan Johnsen June Maker Belle Wallace Linda Kreger Silverman Dorothy Sisk Gillian Eriksson Miraca Gross Gilbert

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in an oral written pictorial or technological form back to a lead character from the story Extension activities provide an opportunity for learners to compare their answers with what scientists already know about the world and also motivate them to frame new questions Grades 3-6

Differentiation Made Simple Mary Ann Carr, 2021-09-03 Differentiation is a practice that is beneficial to every student Rather than focusing on leaving no child behind differentiation aims to move every child ahead The trouble for many teachers is however that differentiating for all students can be time consuming Differentiation Made Simple will help classroom teachers overcome time constraints and other obstacles to differentiation by providing a wealth of ready made and generic tools they can employ right away The tools include task cards for literature creative writing and research tic tac toe menus graphic organizers and guides to creating differentiated units each one tied to specific questions and concerns teachers have about differentiating instruction Also included are product lists and other assessment ideas including rubrics and a scoring conversion table Written especially for teachers in the trenches Differentiation Made Simple will help unlock the door to creating a classroom where every child is challenged by work appropriate for his or her abilities interests and learning styles

Setting the Standard for Project Based Learning John Larmer, John Mergendoller, Suzie Boss, 2015-05-26 Project based learning PBL is gaining renewed attention with the current focus on college and career readiness and the performance based emphases of Common Core State Standards but only high quality versions can deliver the beneficial outcomes that schools want for their students It's not enough to just do projects Today's projects need to be rigorous engaging and in depth and they need to have student voice and choice built in Such projects require careful planning and pedagogical skill The authors leaders at the respected Buck Institute for Education take readers through the step by step process of how to create implement and assess PBL using a classroom tested framework Also included are chapters for school leaders on implementing PBL systemwide and the use of PBL in informal settings Examples from all grade levels and content areas provide evidence of the powerful effects that PBL can have including increased student motivation and preparation for college careers and citizenship better results on high stakes tests a more satisfying teaching experience and new ways for educators to communicate with parents communities and the wider world By successfully implementing PBL teachers can not only help students meet standards but also greatly improve their instruction and make school a more meaningful place for learning Both practical and inspirational this book is an essential guide to creating classrooms and schools where students and teachers excel

Creative Forecasting, 2000 **Science**, 2001

**Connected Newsletter**, 2006 **British and Colonial Printer and Stationer**, 1912 **Cincinnati Magazine**, 2001-01 Cincinnati Magazine taps into the DNA of the city exploring shopping dining living and culture and giving readers a ringside seat on the issues shaping the region

The National Union Catalog, Pre-1956 Imprints Library of Congress, American Library Association. Committee on Resources of American Libraries. National Union Catalog Subcommittee, 1968

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